United States policy is that we are doing so. The United States has no containment policy and we are not isolating China in any way. But if China wants the benefits of being an active member of the international community, it must accept the standards and play by the rules of that community. On human rights or on trade, China cannot expect to flagrantly violate international norms with impunity. United States criticism is not an attempt to isolate China, but the opposite; China's willingness to abide by international standards will make its acceptance into the international community all the easier.

On trade, I commend the administration for continuing to insist that China meet the standards which are commensurate with its economic status. On human rights, I urge the administration to lead the West by working for a resolution censuring China's human rights abuses at the next annual meeting of the U.N. Human Rights Commission in Geneva. There has been growing world support for such a resolution in recent years as China's treatment of its own citizens and of Tibetans continues to fall far short of the criterion of the international community. Now is not the time to reduce our efforts to pass this resolution; Wei Jingsheng's arrest shows the necessity for continued international focus on China's behavior.

China has urged the United States to overlook its human rights abuses and forgo working for a U.N. resolution, just as it has urged the United States to ignore its growing economy and allow its entry into the World Trade Organization using lower standards. In both cases, the U.S. response must be the same. If China wants to be respected as an important international actor, it must meet the expected behavior of one. If it wants the United States to stop criticizing its human rights practices, it must stop giving us reason to do so. Releasing Wei Jingsheng and other political prisoners would be an important first step.

HIGH SCHOOL COMPUTER USE IN VERMONT

Mr. LEAHY. Mr. President, I have spent a great deal of my time in the U.S. Senate working on telecommunications issues, and studying how changing technology is having an impact on our Nation. In particular, I have been interested and concerned about the effect of the so-called information superhighway on rural States like Vermont.

With this in mind, I asked a young student at Champlain Valley Union High School to take a broad survey on computer use in his high school. What I will include in the RECORD is the report that this student, Steve Waltien, sent to me recently.

I find his results fascinating and encouraging. You will see the vast majority of high school freshmen and seniors are familiar with computers, and use computers whether in school, at home, or both. Now, I realize that Champlain Valley Union High School is not necessarily indicative of the rest of Vermont or the Nation. It is no doubt on the cutting edge of new technologies, and is led by one of the finest principals in the country, Val Gardner.

But Mr. President, this study shows just how dramatically our lives are changing; in particular, it shows how dramatically our children's lives are changing. The decisions we make on issues affecting access to telecommunications issues will have a direct impact on our children, especially in rural areas like Vermont.

I am grateful to Steve Waltien for his well-written and thorough study. He and I have e-mailed each other on this subject, and am delighted to share his work with my fellow Senators.

I ask that a study on high school computer use be printed in the RECORD.

The study follows:

COMPUTER USE SURVEY
(By Stevenson H. Waltien III)

INTRODUCTION

The Internet and other rapidly expanding components of the so-called ''information super-highway'' are becoming more and more popular with all age groups. As of now, there is little government regulation of the ''menu'' available on the Internet. This presents an interesting issue for our law-makers: is use of these systems of great enough significance for the government to take some kind of role in their existence? The environment of a high school seemed to be of interest because of the growing technology being offered there. It was decided at an early point that it would be extremely difficult to survey the entire school, and therefore might be more beneficial and reliable to survey only the Freshmen and Senior classes to see computer use at both ends of the age spectrum at Champlain Valley Union High School. The intent was that the survey would provide Senator Patrick LEAHY with some statistics about rural high school use of computers and the Internet. These results could be used to indicate the extent students in a rural school use computers regularly and how they use them. The survey was conducted between September and November of 1995.

THE SCHOOL

Champlain Valley Union High School is located in Hinesburg, Vt. and is the public high school for the towns of Hinesburg, Charlotte, Shelburne, and Williston. The school is comprised of over 950 students. The communities that make up the school are mostly middle class. The school prides itself on having extremely high standards of technology. There are approximately 250 computers at CVU, the majority of which are Apple Macintoshes. The school has a computer lab which is open to all students during their free time. It is comprised of both IBM and Macintoshes. The Physics program has approximately 20 Power Macintoshes that make up the Physics lab. The school also has a foreign language lab and a business lab, with roughly 30 units each. The majority of computers in the lab are connected to the school's 128-kbps Internet connection. Students have access to most of what is available on the net, including the World Wide Web and other popular net services.

RESULTS OF THE SURVEY

The survey was distributed to the Freshmen through the Freshmen core program at CVU and there was an almost immediate result with 96% of the Freshmen responding. The seniors were harder to reach in that there is no single class which all seniors take. The surveys were distributed through the advisory program in which all students participate. Due to the difficulty of student and faculty schedules however, there was only a 70% response to the senior surveys. Although this number may be low, the data is statistically valid due to the similarities in answers for all seniors and the fact that those who responded do not leave out any particular group or type of student. The advisories that responded show a random group of students, therefore it is a good sampling of the class as a whole. Two hundred and seventeen Freshmen and one hundred-forty Seniors responded. The results are as follows:

Percent of those surveyed owning a home computer:
  Freshmen—90%; Seniors—91%

Percent of those owning a home computer that use it:
  Freshmen—97%; Seniors—98.5%

Percent of those owning a home computer with family members who use it:
  Freshmen—86.5%; Seniors—96%

Amount of computer use per week by percentage (home computer owners):
  Less than 1 hr.—Freshmen: 6%; Seniors: 5%
  1–3 hrs—Freshmen: 20%; Seniors: 16%
  4–6 hrs—Freshmen: 74%; Seniors: 79%

Primary uses of home computer:
  Word Processing/Homework—Freshmen: 95%; Seniors: 97%
  Internet/E-mail—Freshmen: 20%; Seniors: 20%
  World Wide Web—Freshmen: 11%; Seniors: 9%
  Games—Freshmen: 39%; Seniors: 30%

Percent of students who use school computers:
  Freshmen—68%; Seniors—93%

Primary uses of the school computer:
  Word Processing/Homework—Freshmen: 80%; Seniors: 82%
  Internet/E-mail—Freshmen: 34%; Seniors: 70%
  World Wide Web—Freshmen: 20%; Seniors: 27%
  Games—Freshmen: 4%; Seniors: 6%

Degree of influence school computer usage has had on overall computer use:
  High—Freshmen: 24%; Seniors: 47%
  Moderate—Freshmen: 41%; Seniors: 40%
  Little or none—Freshmen: 35%; Seniors: 13%

CONCLUSIONS

It is shown that usage of school computers is much higher for seniors even though home computer ownership is almost equal. According to the results, 25% more seniors use school computers than freshmen. The majority of seniors say that access to computers in the school has greatly influenced their overall computer usage. It would appear that computer education earlier in a student's career enhances additional use. The key seems to lie not in computer ownership, but rather with computer knowledge. The earlier students become fully computer literate, the earlier they utilize the tools they possess more effectively. There are possible reasons to account for the large discrepancy in the percentage of freshmen and seniors using computers in school. The freshmen have not been exposed to the computers as long, and the courses they take are not as challenging to require as much computer usage. Yet it is clear that seniors use computers for more